Science in a Bag – Teacher Page

Title of Activity

Grade Level

Standards (same as on student page)

Task Objective (same as on student page)

Explanation

(Explain the science behind the activity in a paragraph or two. Include an explanation of how the activity should work.)

Academic Vocabulary

(List & define the essential academic vocabulary for this activity and your rationale for your choice of activity using the vocabulary.)

Common Misconceptions

(What are common misconceptions regarding this topic?)

Real World Connection

(This is different from the explanation. Provide a real world example of how the science behind the activity is used or observed.)

Connections Across the Curriculum

(Include at least 3 ideas of how the bag could be integrated across the curriculum with standards referenced.)

References

(These include references for the activity, content understanding, etc. You can select your activity from classroom resource books, NSTA resources, the internet, or other sources. Be sure to include references for your sources.)

Science in a Bag – Student Page

Title of Activity

Grade Level

Standards

(Provide one or more GLE/SPI/Checks for understanding that tie to your activity.)

Task Objective

(What do you want students to be able to understand, know, or be able to do as a result of completing the activity?)

Materials Needed

(Provide a list; Keep in mind that these materials should be safe to take home on the bus if needed)

Procedures

(Number the steps. Write them so that a student at the grade level for which you are designing the activity could follow them. State what students should record in their interactive notebooks. For example- use a table to record observations. Provide scaffolding as needed such as an outline of a table. The idea is to engage your students & encourage accountability of learning.)

Academic Vocabulary

(Provide an activity to help students process and show understanding of academic vocabulary used in this activity, such as a graphic organizer, visual, or model. This activity could be introduced at the beginning, used during the hands-on activity, and/or used at the end. This could be embedded as part of your FACT – see below.)

Assessment

(Select and create an assessment tool using a *Formative Assessment Classroom Technique* (FACT) that students should be able to respond to following completion of the activity. Refer to the task objective related to the standards you selected to design your FACT. Use common misconceptions students have regarding your topic as well.)

Clean-up

(How do you want your students to leave the activity when completed?)